SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

Oak Park High School

899 Kanan Road

Oak Park, California 91377

Oak Park Unified School District

February 29 - March 2 2016

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Chapter I: Student/Community Profile

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:
- **Brief description of the students and community served by the school.**
- **School's analysis of student achievement data (e.*g., CAHSEE, AYP, API, AP, college SAT, graduation rates, and program improvement status).***
- **Other pertinent data** *(e.g., attendance rates, size of EL/LEP population, teacher credentialing, class size, dropout rates, programs for students).*
- **Appropriateness of identified critical learner needs and their linkage to schoolwide learner outcomes.**

Note: Show data in chart format and comment. Include sections of the profile that show student achievement findings and interpretations.
- **Comment on significant findings revealed by the profile and/or pertinent data that were not included in the profile.**

Oak Park High School is part of the Oak Park Unified School District which services the community of Oak Park which is an unincorporated portion of Ventura County. The community of Oak Park has about 13,800 residents in about 5200 households according to 2010 Census data, and is represented by a Municipal Advisory Council. This organization includes a student representative from Oak Park High School.

The Oak Park Unified School District was established in 1979 to serve this local community rather than have residents travel to Simi Valley, and graduated its first students in 1983. Current District enrollment is 4693. Key demographic information for the community includes a high median income ($128,219), with approximately 26% of the residents are of school age, and a lower than [statewide] average of residents whose language is other than English (19%). The ethnic breakdown is indicated below.

Hispanic or Latino	American Indian or Alaska Native	Asian	Pacific Islander or Hawaiian Native	African American	White	Other Races	Two or More Races
6.0%	0.2%	11.3%	0.1%	1%	78.9%	1.2%	3.2%

More than 97% of residents are high school graduates, and more than 62% have earned a bachelor's degree or higher-- both above the state averages by a sizeable margin.

OPHS is a comprehensive 9-12 grade high school serving a highly academic population that reported 94.7% of graduates from the Class of 2015 will be attending a 2 or 4 year college.

OPHS serves a little over 1500 students grades 9-12. As indicated earlier, the school's enrollment has been positively impacted by the District of Choice status. The increase in enrollment has been a positive factor for the campus supporting the expansion of facilities including computer labs. School culture aspects have also been positively impacted including athletics, clubs and activities.

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OPHS Enrollment 2008-Present
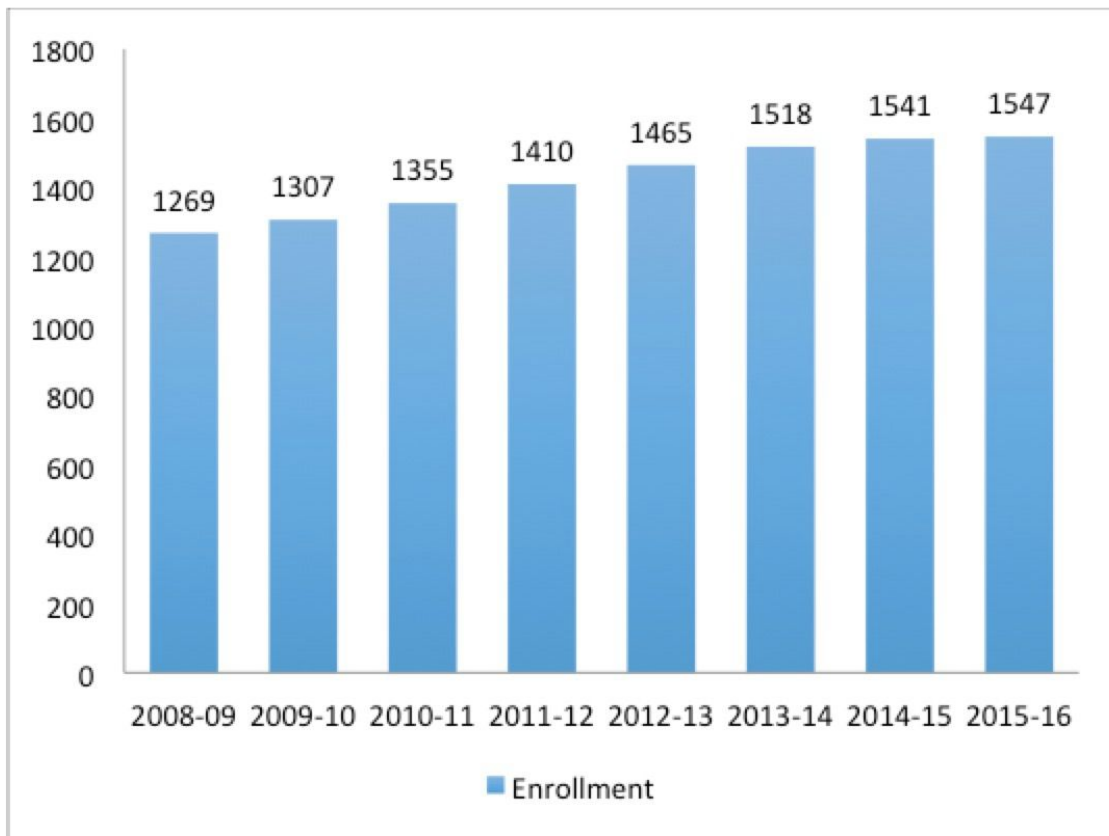
Special populations at the school include EL and Special Education students. The school's Special Education enrollment has remained fairly consistent over the past few years (see chart) and has accounted for less than 10% of the school's overall enrollment.

Year	Special Ed Number	Special Ed Percent	School Enrollment
2015-2016	115	7.4%	1547
2014-2015	125	8.1%	1541
2013-2014	112	7.3%	1518

Special Education enrollment is part of the school's reported focused programs data which includes the following for the current 2015-16 school year:

Designation	Total	9th Grade	10th Grade	11th Grade	12th Grade
Special Ed(IEP)	112 (7.2%)	24	36	21	31
504	74 (4.8%)	18	22	19	15
GATE	299 (19.3%)	97	68	64	70
AP	500 (32.1%)	0	71	223	206
Honors	306 (19.7%)	0	185	98	23
CTE	550 (35.4%)	133	108	199	110

OPHS serves fewer students in both Special Education as well as through 504 plans combined than any other of their special programs, and actually serves nearly three times as many in both their Advanced Placement and Career Technical Education programs. Special Education students are served both through enrollment in general education settings with support as well as more specialized settings as determined through the IEP team and process. Instructional aides are used to support this process in addition to the credentialed teachers. Options for support include a traditional general education setting with support, modified courses as needed, and a path for a Certificate of Completion as an option to support meeting the IEP goals for those who are not able to meet the traditional graduation requirement. Students can also access a Directed Studies setting as either a class or consult to support their academic work.

OPHS has available support programs and resources for both Foster Youth and homeless students through the District and Ventura County Office of Education, but at present do not have any students in these categories.

The school does not have a large population of EL or second language learners, and despite an increase in their Hispanic student population, it was the increase in their international student enrollment that has had a greater impact on their overall EL numbers.

2014-2015 Language Data

Language	English Learners (EL)	Fluent English Proficient (FEP)	Total of EL and FEP	Percent of Total Enrollment
Hebrew	5	56	61	**3.96%**
Mandarin	1	36	37	**2.40%**
Other	1	26	27	**1.75%**
Farsi (Persian)	3	22	25	**1.62%**
Russian	1	24	25	**1.62%**
Spanish	2	23	25	**1.62%**
Hindi	1	16	17	**1.10%**
Portuguese	5	6	11	**0.71%**
Korean		10	10	**0.65%**
German	6	4	10	**0.65%**
Armenian		10	10	**0.65%**
Cantonese		8	8	**0.52%**
Vietnamese		6	6	**0.39%**
Arabic		5	5	**0.32%**
French		4	4	**0.26%**
Italian	1	1	2	**0.13%**
Japanese		2	2	**0.13%**
Gujarati		2	2	**0.13%**
Filipino		2	2	**0.13%**
Urdu		2	2	**0.13%**
Punjabi		1	1	**0.06%**
Hungarian		1	1	**0.06%**
Polish		1	1	**0.06%**

OPHS has had a great deal of positive recognition for its academic and programmatic success including multiple selections as a California Distinguished School, as a National Blue Ribbon School, and most recently selections under the California Gold Ribbon School in 2015. The campus has been highlighted in US News and World Reports for its ratio of success related to AP Exams, and in the closing years of the state's API ranking increased its numbers to a three year average of 916 in 2014.

The school does not qualify for Title 1 status as it reports about 5% eligible for free and reduced lunch among that program's qualifying indicators. The school is supported financially beyond district funding by an active Parent Faculty Association (PFA) and an Athletic Booster Club (ABC) who are able to target support to benefit student activities and athletics. Additional support for the arts programs take the form of the Oak Park Performing Arts Alliance (OPPAA) and the Oak Park Instrumental Music Association (OPIMA). Community support for the District includes the Friends of Oak Park Schools. Each of these groups' contributions expands and extends opportunities for OPUSD and OPHS students.

Partnerships under a joint use agreement and sponsorships with local business as well as other organizations has benefitted the campus and helped to make possible a newly installed synthetic main athletic field, and enhancements to the outdoor basketball courts, gym and other ball fields.

The certificated staff of OPHS includes a principal, two assistant principals, 71 teachers (broken into 8 departments), 5 counselors and one psychologist. The school reports 98.5% are assigned within their credentialed subject areas. In addition to the certificated staff, the campus is supported by 38 classified staff. Certificated staff education information is included in the chart below.

2015-16 Credentialed Staff with Advanced Degrees

Bachelors Degree	Bachelors + 30	Masters Degree	Doctorate
4	23	43	3

2015-2016 Staff Educational Service

	1-2 yrs	3-5 yrs	6-10 yrs	11-15 yrs	16-20 yrs	20+ yrs
In OPUSD	18	10	15	15	4	14
Total Service	9	10	7	12	16	22

In addition to the traditional programs for honors, and Advanced Placement, Oak Park High School offers three Career Technical Education (CTE) Pathways for their students.

Design, Visual and Media Art Pathway	Computer Science and Information Systems Pathway	Engineering and Design Pathway
Digital Photography	Office Software Applications	Principles of Engineering Design
Digital Photography & Photoshop	Intro Computer Science	Electrical Engineering
Computer Graphic Art I/II	Computer Science AP	
Computer Graphic Art AP	Web Development & Design	
Web Development & Design	IT Essentials	

Additional pathways under development include Stage Production and Managerial Arts, Residential & Commercial Construction, Business Management, Biotechnology, Plant & Soil Science, and Engineering Technology. Support for some of these come from partnerships with local colleges. CSU Northridge will offer an engineering class to be taught by a OPHS teacher and allow students to earn 2 CSU credits for successful completion. Another partnership with Ventura County Community Colleges (VCCC) will allow for a similar option for OPHS students.

The school leadership team reports that by the 2016-17 school year they will have a total of 7 pathways in place for their students. Some of the course offerings will be available for application to more than one pathway, and will allow students to change their direction as the progress through high school.

Other Data: During the visit to the school, the Visiting Committee requested data on the number of students enrolled in AP classes compared to the number of students who took AP exams. The difference with some courses was explained by staff being a result of students being accepted to college and having an awareness that the exam/score would not be of benefit to them.

Chapter II: Progress Report (2 pages)

Since the last self-study:
- **Comments on the school's major changes and follow-up process.**
- **Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.**

OPHS has had a number of changes, both with the physical campus and related acquisitions as well as with their academic programs. A laundry list of additions include improvements to the infrastructure such as new communications systems, alarm system, modernization of classrooms and restrooms, new classrooms, new athletic team rooms, athletic fields, parking, HVAC, and a great deal of technology.

One of the biggest changes and of greatest impact has been the increase in enrollment-- with growth from 1265 to 1572 at the start of this school year. The benefit of this increase has been the flexibility to expand program and course offerings, and better support existing offerings. The variety of electives and pathways, anticipated additions to Physical Education offerings, and expansion of arts (music) have and will continue to be of benefit to the students.

Recent efforts by the site and the district to address student well-being and stress led to investigating a report from Stanford University-- The Challenge Success Program. A visit to Stanford and subsequent analysis by OPUSD brought to Oak Park the innovation of adjusting the school and district academic calendar to call for an earlier start in August, a work/assignment free Winter Recess, and a second semester that finishes at the end of May. This initial implementation resulted in a very short summer of 2015, but will allow for a standard length summer recess for the summer of 2016 and beyond.

Due to the changes in the state's economic situation, and planning on the local level, the District per pupil funding has increased since 2011-2012. The additional per pupil resources have allowed some additional flexibility at the site level to address program and course implementation as well as student need and support.

State testing has changed across California, and local changes at OPHS have led the school to look to initial results of the new assessment to set their baselines, and to turn to different sources for collection of data to look at. Results of CST progress up until two years ago showed ongoing progress and success, and with the recent end of the CAHSEE, this second standard measure has also ceased to be an ongoing source of external data assessment.

CAASP will serve as the new statewide standard measure, and adding in graduation rate and information from other outside measures including SAT, ACT and AP, the school will be refocusing their process of data analysis and reflection on practice.

With the aforementioned changes, the campus has reassessed their action plan from 6 years ago both at the three year mid-term report, and again as part of the work leading into the current self study.

The 2010 Self Study identified five critical areas for follow up including reducing the number of students who are academically underperforming, providing personal interventions for at risk students, preparing all students for post secondary opportunities, expand the use of result from analysis of teacher developed and statewide/nation assessments to support students at basic and below basic skills, and to share best practices in instruction to support at-risk students.

For a variety of factors indicated in both the report as well as during the meetings with staff and other stakeholders, much of the five areas indicated were not addressed to the school's satisfaction. The change in outside assessments (CST and CAHSEE departing and only initial results from CAASP) coupled with a range of initiatives that focused on addressing student stress resulted in only partially addressing these critical areas. The use of teacher developed assessments to inform instruction beyond the individual teacher is still in development, with the piloting of EADMS as a data collection and analysis tool that can be used by teachers, and by extension an interest in providing a student portal to this system as well. The philosophy of the site and of the district allows for a great deal of independence and creativity from the part of teachers in developing programs and approaches to address self identified student need. These many efforts are at various levels of development and implementation.

The use of the 7th period does provide many opportunities for students in the targeted populations of need to access addition time with teachers.

The expansion of counselor support for students, the addition of a counselor, and the implementation of peer counseling and advanced peer counseling have all worked to address the identified critical need for interventions for at risk as well as other identified students on a social emotional level.

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Chapter III: Self-Study Process (1 page)

- **Include a copy of the school's schoolwide learner outcomes.**

- **Comment on the school's self-study process with respect to the expected outcomes of the self-study.**
    1. **The involvement and collaboration of all staff and other stakeholders to support student achievement**
    2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards (*note the selected schoolwide learner outcomes examined by the school*)**
    3. **The gathering and analyzing of data about students and student achievement**
    4. **The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards and ACS WASC/CDE criteria**
    5. **The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.**

Oak Park High School prepares its graduates to be:

1. Academic Achievers who:

- **Demonstrate a working knowledge and understanding of the academic standards**
- **Practice good listening, speaking, reading and writing skills to communicate learning**
- **Show an ability to use knowledge in flexible and new ways**
- **Exhibit continuing growth in meeting academic standards of the curriculum**

2. Critical Thinkers who:

- **Apply complex problem-solving strategies to meaningful tasks**
- **Analyze, integrate and evaluate concepts within various contexts**
- **Synthesize information from multiple sources to ask questions, define problems and**
- **identify complexities and discrepancies**
- **Transfer learned skills to new situations**

3. Quality Producers who:

- **Strive to fulfill their individual potential in all facets of their education**
- **Use technology to enhance their work**
- **Demonstrate creativity and original thinking**
- **Understand and apply connections among disciplines**

4. Self-Directed Learners who:

- **Set, pursue and accomplish realistic, yet challenging goals for themselves**
- **Exhibit self-motivation, self-discipline and self-evaluation**
- **Overcome obstacles through the application of learned strategies and work habits**
- **Display independent and collaborative learning styles**

5. School Community Contributors who:

- **Demonstrate high standards of honesty, integrity, and respect in all settings**
- **Exhibit responsible digital citizenship and appropriate use of social media**
- **Establish and maintain positive and respectful interpersonal relationships**
- **Contribute time, energy and talent to improve the quality of life in the school**

6. Healthy and Productive Members of Society who

- **Maintain balance in their lives**
- **Engage in practices that promote a healthy emotional and physical lifestyle**
- **Possess strong self-advocacy skills**
- **Acquire self-knowledge through personal introspection**

The school reported that their initial work on the current self study began during the 2014-15 school year in home groups. The parent [home] group was initiated in the spring of 2015, with most of its work occurring over the summer and into the fall. The site leadership group reported that the focus groups began their work for the current self study upon the staff's return from summer in August 2015, and continued in earnest throughout the fall during selected days of the Monday morning meeting time. Classified staff reported that they participated in three of the focus group areas. Parents and students were incorporated into each Focus Group and actively participated in the meetings throughout the process.

Much of the data and assessments used in the 2010 report have since ended (CSTs, CAHSEE), and has led the school to continue to look to establish new regular data points. Work is being done now to pilot a district-level data management system (EADMS) that would allow staff to upload local and course level assessment data, providing a means to analyze the data, and then make use of it for program reflection. This process has just begun at the site, and is being piloted by one academic department (Mathematics) with the notion of expanding use once the evaluation of its effectiveness is conducted.

Chapter IV: Quality of the School's Program

Part A: What Currently Exists

Based on the school's self-study and Visiting Committee findings, for each criterion in the following categories:

A. **Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources**
B. **Standards-Based Student Learning: Curriculum**
C. **Standards-Based Student Learning: Instruction**
D. **Standards-based Student Learning: Assessment and Accountability**
E. **School Culture and Support for Student Personal and Academic Growth**

- **Summarize an analysis of what currently exists and its impact on student learning**
- **Highlight the areas of strength (if any)**
- **Highlight the key issues (if any)**
- **List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.**

Note: When writing the analytical summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the ACS *WASC Accreditation Status Determination Worksheet*).

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1.   Vision and Purpose Criterion

To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose supported by the governing board and the district LCAP and further defined by schoolwide learner outcomes and the academic standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: The processes to ensure involvement of representatives from the entire school, business, industry, and community in the development/refinement of the vision, mission, and schoolwide learner outcomes are effective.

Understanding of Vision, Mission, and Schoolwide Learner Outcomes: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, and the schoolwide learner outcomes.

Regular Review and Revision: The school is implementing an effective process for regular review/revision of the school purpose and the schoolwide learner outcomes based on student needs, the district LCAP, global, national and local needs, and community conditions.

Oak Park High School has an established mission statement that reflects the beliefs of the school community. That is, to provide a world-class educational experience that instills a desire for life-long learning and develops the intellectual, social, physical, emotional and cultural foundations necessary for students to reach their individual potential. Student

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summative test data suggests students are indeed achieving at high levels.

The school has added social emotional supports including Peer Counseling and the Safe School Ambassadors to communicate with and counsel students. Student qualitative data suggests this program is effective and students utilize the services offered through the programs. There was no data available to reflect the number of students utilizing services or what were the primary issues that led students to seek out services. Each year, the school conducts Awareness Week during which the Peer Counselors lead the school through several activities and host guest speakers focused on themes including empathy and resilience. Qualitative feedback from the student group and Focus Groups suggest Awareness Week is highly impactful.

The school community is involved via a host of support groups, booster clubs, and other organizations (PFA, Friends of Oak Park Schools, etc. . . .). These groups function to support teaching staff with funding in order for staff to attend conferences, purchase materials, and other needs the teacher deems necessary.

The report suggests there is involvement in the mission, vision, and student learner outcomes although not explicitly stated. From January through June 2015, multiple meetings were held to review the 2014-2015 LCAP, draft future goals, and discuss a student survey. Input for documents are done primarily through School Site Council and Parent Faculty Association (PFA). Data from the focus group suggests the process started at the district level and was refined by homegroups and focus groups. Qualitative data from the focus group suggests old ESLR's were remanufactured to reflect current Moral Imperatives and school site goals. Site Council reviewed the SLO's prior to district approval.

Staff was asked to contribute through Department Meetings. The LCAP Committee was composed of district advisory committees for English Language Learners (DELAC, ELAC), Special Education (SEAC), Parent Advisory Committee (PAC), community members representing low income and foster youth. There was limited knowledge of the LCAP and how the plan relates to school-wide learning outcomes based on focus group meetings. Focus groups shared they had representation and they are driven by their action plan.

A2. Governance Criterion

To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school?

To what extent does the governing board have delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are

addressed. Add any additional reflections based on the criterion.

Governing Board: The policies and procedures are clear regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings.

Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes: The governing board's policies and district-wide improvement plans are directly connected to the school's vision, mission, and schoolwide learner outcomes.

Governing Board's Involvement in the Review and Refinement: The governing board is involved in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.

Understanding the Role of Governing Board: The school and business community understands the governing board's role, including how parents can participate in the school's governance.

Professional Staff and Governing Board: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Board's Evaluation/Monitoring Procedures: There is clarity of the evaluation and monitoring procedures carried out by the governing board in relationship to the LCAP metrics, including the review of student performance toward career and college readiness, overall school operations, and the fiscal health of the school.

Complaint and Conflict Resolution Procedures: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's shareholders are effective.

Oak Park Unified School District complies with rules and regulations specified in the Board Policies and Governance Handbook. Board agendas are posted in advance and practices include, but not limited to: monthly board meetings, minutes, and meetings are open to the public. A current board member serves in both the parent meeting and organization focus group providing input on the self-study report and in other additional school decisions.

The report suggests there is involvement in the LCAP process and there were multiple meetings and opportunities for parent and community input. Staff were invited to attend district meetings. Data from focus group support this statement.

Information online at the district website includes calendars of events and upcoming meeting dates, which the public is invited to attend.

The school has a Parent Involvement Policy that outlines opportunities for participation in school events and decision making. The report states the policy was developed by the School Site Council. There was no data on the percent of parents participating in school related activities nor was there a plan to address those not involved; however, qualitative data shared by students and staff indicate a large, supportive parent involvement group. This is supported in the report that the school in fact maintains strong parent support.

At Back to School Night, the principal advises the parents about participation opportunities such as School Site Council, Parent Faculty Association (PFA), and booster clubs. The school also sends out weekly eNews/phone calls and administrative emails. The PFA sends out weekly emails and calls as well. The Superintendent sends out a quarterly report in the form of a magazine to local residents informing the community of what is happening in the school. Data on the success rate of the phone calls was not available.

The district has a Uniform Complaint Procedure (UPC) and Title IX complaint procedure which are all available on the district website. The school also follows the Williams Uniform Complaint procedures.

A3.   Leadership: Continuous Planning and Monitoring Criterion

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Broad-Based and Collaborative: The school's planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, parents, and business community.

School Plan Correlated to Student Learning: The school's Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner and career readiness needs; schoolwide learner outcomes; and academic, college, and career standards.

Correlation between All Resources, Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP: There is correlation between allocation of time/fiscal/personnel/material resources to the implementation, monitoring, and accomplishing of the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP.

Staff Actions/Accountability to Support Learning: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

Evaluation of Existing Processes: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

Multiple organizations assist in planning and contributing to the school planning process. Some of these groups include: School Site Council, Leadership team, department meetings, Curriculum Council, ASB, PFA, ABC, OPIMA, OPPAA, SEAC, Friends of Oak Park Schools, Board of Education, PTO meeting with superintendent, Community Outreach Committee, Calendar Committee, and the bond oversight committees. Attendance is consistent based on minutes from meetings of these groups.

The Single Plan for Student Achievement (SPSA) is reviewed annually by School Site Council and approved by the School Board. The Single Plan is written based upon the WASC Self-Study Action Plan and Critical Needs. In January of 2016, the goals contained in the SPSA were significantly changed and then reviewed by the Site Council in January of 2016. The goals include:

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Goal #1 Conduct the WASC Focus on Learning Self Study

Goal #2 Develop Career and Technical Education Pathways

Goal #3 Better prepare all students for post-secondary opportunities by shifting emphasis toward critical thought, quality, self-direction and teamwork.

According to the report, these updated goals were reviewed by Focus Groups and developed by the staff. Focus group data indicates there may be a disconnect on the development of the SPSA. There was little discussion of what data was used to set goals or how the plan would be monitored and adjusted to increase student success. There was little evidence that departments review data and contribute to the SPSA nor was there evidence the staff reviewed data to assist in ongoing school improvement. An emphasis was placed on informal review of data (talking over lunch, talking between classes, etc,. . . .) and that the school knows students are learning because they are high achieving. Groups stated evidence to demonstrate the students are high achieving included AP data, a-g data, and student grades. Focus groups shared much of their process to review data and refine instruction is informal.

Oak Park High School provides services that align with the School-wide Learner Outcomes.

Data from the report suggests the school has supported the SLO's. Some of the suggested supports are listed here: Math Honor Society (MHS) is supported through funding of a 0.1 FTE and the use of a classroom. MHS is important to the continued improvement of math skills and problem solving. The College and Career Center (CCC) is maintained by a full time staff member. She specializes in providing information to all students about numerous colleges, universities, volunteer opportunities, and scholarships. The CCC fulfills the need for information about post-graduation opportunities. The Language Lab was moved to the joint-use library and was supplied with new computers. Yet, there was little data offered at this time that had a direct relationship to the SPSA reflecting a correlation between allocation of time, fiscal, personnel, or material resources to the implementation, monitoring, and accomplishing of the SPSA and the LCAP.

OPHS utilizes the departments to share information as well as share decision making. The school provides great autonomy to teaching staff to develop necessary programs in order to best meet the needs of students. The report states Administration is the primary group responsible for monitoring student achievement data and consults with Department Chairpersons regarding any changes. There was no data from focus groups on the process administration uses to monitor student learning. The report does not clarify the data reviewed or the potential changes that might occur as a result of a review of the data and consultation with the Department Chairpersons.

Department interaction is done primarily through informal collaboration but one Monday meeting per month is designed to support department needs. Minutes from department meetings are submitted to school administration. Monday meetings are set aside for collaboration and staff meetings. Meetings follow a whole staff meeting, department meeting, leadership team meeting, and whole staff meeting format. There are 50 minutes built in for collaboration and/or meeting time. Information is disseminated to and from departments through this process. The nature of department meetings are left up to each department.

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During focus group meetings, participants were not able to articulate specifics on how these formal and informal meetings take place with regards to their impact on student achievement.

The school states that added time for classroom observations and planning curriculum would prove helpful as would increased articulation with the middle school. Data from the focus group suggest a possible increase in time to share best practices.

The report states school leadership reviews processes regularly through the various leadership, departmental, and school improvement committees such as School Site Council to align with district Moral Imperatives, the SPSA, and Action Plan goals. There was no discussion as to the specific processes reviewed or the structures used to ensure staff focus on successful student learning.

Within the annual reviews is the analysis of standardized test results. These are distributed through the departments for further analysis regarding student learning. Assessments identified in the report are primarily summative assessments. There was little discussion on formative assessments and how formative assessments are utilized in a structured manner.

OPHS states existing structures for planning and communication are highly effective. The school primarily uses email for communication within the school community. Growth in all aspects of OPHS and the implementation of new California Standards, requires the consistent review and refinement to meet the demands for planning and communication. The transition to Google docs and Google classroom while presenting challenges promises to aid in this area. Narrative data suggests the school may wish to review responsibilities of Department Chairs in order to create consistency amongst all Department Chairs.

A4.   Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Qualifications and Preparation of Staff: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

Staff Assignment and Preparation: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, so that the expertise of the staff members is maximized in relation to impact on quality student learning.

Defining and Understanding Practices/Relationships: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Support of Professional Development: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

Measurable Effect of Professional Development: There are effective operating processes that determine the measurable effect of professional development, coaching and mentoring on student

performance.

The hiring process within the district and OPHS is a thorough process that strives to employ the best candidate for each position. Current staff at OPHS is highly qualified and 97% are teaching within their credentialed area. The staff is experienced with 75% of the credentialed staff having six or more years of experience.

Typical hiring process for teachers includes posting of the position at the earliest opportunity, paper screening the applications for the top candidates, extensive interview with an example lesson, reference checking, and additional interview(s) if necessary. This is the process identified by the school to ensure candidates are qualified, trained, and best prepared to serve the students of OPHS.

The school strives to assign staff members to positions best suited to their qualifications and experience. All teachers are assigned to their credentialed area or Board approved position. This will continue to be a challenge as new CTE courses are developed alongside the existing courses. The process to determine assignments was not discussed in the report. Focus group qualitative data suggests Department Chairs survey their respective departments for preferences and turn those preferences into administration to produce the master schedule.

To assist new staff, the district holds a new teacher orientation the week prior to the start of the school year. In addition, new teachers are supported through new teacher meetings held once a month by the administration to advise on various topics including: emergency procedures, required procedural forms, how to read and implement an IEP, the culture of the school, and 7th period support time. The district also utilizes BTSA for new teachers by OPUSD.

The report states Staff Development is individually tailored for teachers. Teachers may select from the online options listed; however, there is no discussion on how the professional development aligns with school goals or with the action plan. Data from multiple groups suggest this is a highly effective practice. Staff states they know what is best for their students. Staff also states they value the freedom of choice. The school does not have a process in place to evaluate the effectiveness of teacher choices for professional development nor its impact on student achievement and adult learning.

Resources are allocated to allow teachers to attend conferences and trainings during the school day. The PFA reimburses the cost of guest teachers and fees. Most teacher requests are funded. Teachers also shared they spend many hours over the summer attending conferences. In 2014-15, mandatory Common Core training was provided by OPUSD.

Administrative responsibilities are updated annually and a list is distributed to the staff. The report states the division of administrative responsibilities is not always followed but does not state specifically why this might occur.

The Safety and Emergency Handbook is updated regularly by the Assistant Principal. New teachers were briefed on the handbook within the first month of instruction. There is a process in place to notify teachers prior to the end of each grading period. The Student Handbook, including school rules and policies is updated annually and posted at the school website.

Academically, the departments create pacing guidelines, course descriptions, prerequisites, and syllabi that are reviewed annually and updated on teachers' websites or distributed in class.

The school identified a number of changes to increase communication. The school has identified classified handbooks, department chairperson handbooks, and defined procedures for changing

policies. School policies, such as the Academic Honesty Policy and the Homework Guidelines, were created and implemented inconsistently across campus. The policies were not clearly communicated to all teachers at the start of academic year. The specific process to create these policies or how information was disseminated was not clearly identified in the report.

The school has an evaluation process in place. New teachers are formally evaluated a minimum of four times per year, for the first two years. Three Standards for the Teaching Profession (STPs) are identified by the teacher to focus on for the evaluation year. The school has an identified protocol for evaluation including a pre-observation/goal setting meeting with an assigned administrator, class observation, and a post-observation meeting to discuss evaluation.

A5. Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Allocation Decisions: There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes, the district's LCAP, and the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions. The school leadership and staff are involved in the resource allocation decisions.

Practices: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Facilities: The school's facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes, the educational program, and are safe, functional, and well-maintained.

Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Well-Qualified Staff: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

Long-Range Planning: The district and school's processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

The items identified in the LCAP are in the district budget. Resource allocation decisions are made at the administrative and district level. The highest priority is given to student needs. Any additional resources comes from community or school support groups.

At OPHS, departments are not assigned an annual budget, rather department needs are communicated to the administration. If approved, the principal determines which funding source (PFA, Technology Money, CTE grant, or General funds) would best provide for the need. There was no discussion in the report nor in focus groups regarding the process to ensure resources allocated align with the SPSA or LCAP.

The process to determine staffing allocations is determined by the district and site principal.

Oak Park High School has a number of outside organizations that help support student needs. The non-profit organizations that provide monetary resources to the school including the Friends of Oak Park, Athletic Booster Club, OPPAA, OPIMA, and PFA follow the legal standards for non-profits. They are independently audited according to the legal requirements.

The Associated Student Body (ASB) account is audited by an independent firm annually. Monthly reports regarding expenditures and income is reviewed by the principal. The ASB account has received unqualified budgets in recent years.

All purchase orders are evaluated by the principal for approval and directed to the appropriate funding source if approved. Funding sources include Friends, Bond C, PFA, or the booster clubs.

The report states the current process is effective based upon the clean audits and oversight; however, no data was listed to verify the purchases are in line with increased student achievement,

There have been facility improvements in recent years. The science labs were remodeled in the summer of 2011 in compliance with UC and AP requirements for "wet labs". The school added seven new classrooms in 2014. The administration building and gym, locker facilities, and restrooms have all been added or upgraded in the last three years.

Increased enrollment, according to the report, have placed a burden on teaching staff as they have been required to share classrooms or use non-traditional rooms. The athletic facilities need to be updated in order to address a Title IX complaint and to meet current needs of the athletic teams. Students stated there were no female athletic periods at OPHS.

Other facility needs include maintenance and upgrades for photocopy machines and scanners. The computer labs also require increased security cameras and alarms. Due to increased enrollment, there is an identified need for increased student and visitor parking.

Curriculum Council appears to be the group responsible for ordering new texts. There are questions as to the policy and procedure for ordering texts.

The process for other instructional equipment is outlined in the report. The school states the teacher or department may request additional items and then this request is to be approved by the principal. There is no discussion on how priorities are given for ordering items. The school has a technology committee to handle technology equipment, software, and support. The OPUSD also assist in supporting technology requests. Support for technology is under the supervision of the OPUSD Technology Department. "Help Desk Tickets" are required to receive assistance. Tickets are created through an online system on the district website. The timeliness of a response to a ticket is unpredictable. There was no discussion of ways to assist the school in improving support or of a process in place to monitor the effectiveness of technology use or support.

The report identifies a number of ongoing professional development opportunities. These include: Buy-Back training sessions, conferences, workshops and online opportunities existing for all teachers. There are also a variety of funds that help support professional development including district funds or the PFA. All professional development opportunities for curriculum, instruction and assessment are designed for a college preparatory program

unless specific for Special Education. The report did not discuss how professional development programs are evaluated or the data used to determine if student achievement has increased as a result of the professional development offered to staff.

School Site Council reviews and updates the Single School Plan to align with the WASC action plan goals annually. There was no discussion on how departments specifically reviewed data or what data they use to determine goals for the SPSA. The school identifies Monthly Leadership meetings of site administration and departmental leaders including counseling as the primary vehicle to formally review and create school plans. Assessment data was not discussed within this section.

Monthly department meetings to develop best practices in curriculum, instruction and assessment. The report did not discuss the best practices identified or how professional development increased the use of these best practices or their impact on student achievement.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- A supportive and involved school community
- Established governing bodies and funding sources at the district, school site level, and community level.
- An established mission and vision supported by the district and community
-
- The involvement of the school community in developing the School-wide Learner Outcomes (SLO's)
-
- The staff and community have high expectations for student success

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- Increase the use of specific data to help support decisions made at the school site
- Develop a staff-driven structure to collect and memorialize information for future use in order to support student achievement, staff learning, and staff development and facilitate the successful operation of the school.
- Develop a staff-driven analysis tool for determining the effectiveness of professional development including a strategy to monitor implementation
- Develop a systematic process for selecting department chairs and determining chair duties and decision making protocols.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

Self-Study

Focus Group Meetings

OPUSD Website

OPHS Website

Staff Interviews
Parent Interviews
Student Interviews
Relevant school documents

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Educational Research and Thinking: The school provides examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

Academic and College- and Career-Readiness Standards for Each Area: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program, and where, applicable, expectations within the courses that meet the UC "a-g" requirements.

Congruence: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Student Work — Engagement in Learning: The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

Accessibility of All Students to Curriculum: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for all students.

Integration among Disciplines: There is integration among disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Curricular Development, Evaluation, and Revisions: The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

Policies — Rigorous, Relevant, Coherent Curriculum: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Articulation and Follow-up Studies: The school articulates regularly with feeder schools and local colleges and universities and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

The staff at Oak Park High School (OPHS) regularly attend conferences, workshops, and receive training specific to various subject areas based on individual choice and interest. In addition, teachers received training in the implementation of the Common Core State Standards (CCSS) through professional

development arranged by the the District Office. Staff also works with the District Technology Coordinator to implements effective use of SmartBoard technology and the utilize SchoolWires staff pages to communicate with students beyond the school day. There does not appear to be a comprehensive professional development plan, and the school acknowledges the need to create a formal process for staff to share training, lessons, and professional development experiences with colleagues.

Oak Park High School offers core and elective courses in which teachers follow defined academic and college-readiness standards. Expectations are defined in the syllabus for each course, and the courses also align with UC "a-g" requirements. Textbooks are standards based and aligned to state standards, and recently new math textbooks for Algebra I and II, Geometry, Math Analysis and Calculus were adopted. In addition, all Advanced Placement classes have gone through the AP Course Audit and are approved by the College Board. In 2011 all science labs were remodeled to meet UC and AP requirements. The school has a greater focus on college-readiness, and acknowledges the need to continue implementing real world applications in the curriculum.

Oak Park High staff assist students to see a connection between high expectations for student achievement and behavior and the established school-wide student learning outcomes. Departments prescribe an academic focused curriculum with a goal directed toward high achievement for all students. Students are challenged through a variety of class assignments to reach the schoolwide learner outcomes as academic achievers, critical thinkers, quality producers, and self-directed learners. Teachers support student progress through scaffolding built into instruction, teacher web page support, and the 7th period help sessions. Ongoing staff focus on real-world applications further enhances the curriculum and assists students with college and career readiness.

Students at Oak Park participate in a standards-based curriculum that emphasizes high achievement and a quality educational experience. Student work and engagement is reflected through writing projects, an iNotebook in 10th grade English, lab journals in science classes, and projects including creation of websites, iBooks, podcasts, mini-documentaries, and an online newspaper. AP courses prepare students through practice tests and review. Many teachers have web pages with assignments, calendars, sample work, and rubrics to guide students toward success.

There is some evidence of integration among the disciplines at OPHS, especially between English and social studies classes, where history content units often line up with novels read in English. Integration appears to vary by class and to be driven by individual teachers and courses and does not reflect formal collaboration between teachers and disciplines. Individual courses incorporate skills from other disciplines including: math and writing skills in science; web design and graphic arts in art; psychology, sociology, nutrition, and health in Life Skills; philosophy and history in English, and collaboration between journalism and animation.

Curriculum Council and School Board meetings take place monthly, and provide all stakeholders the opportunity to address concerns and needs. In addition, departments meet monthly to discuss issues communicated from the Curriculum Council and School Board. The Curriculum Council is comprised of sixteen members including teachers, site and district administrators, a parent, and a school board member. Some parents expressed a need for more parents to be on the council to better represent a broader spectrum of OPHS students. Departments have a process to review and evaluate curriculum including textbooks, novels, projects, and benchmarks. The English Department proposes, reviews, and receives consensus for new works before sending proposing changes to the Curriculum Council for review and approval.

Teachers at OPHS are encouraged to design curriculum and lessons which meet the Common Core State Standards. Staff went through Common Core training supported by the district. Teachers meet in

departments and at grade levels to discuss teaching methodology and content, and administrators and counselors establish course needs based on student performance and graduation requirements. The OPUSD has an IT department to assist teachers build relevancy by incorporating technology into the curriculum. Smart Boards, iPads, Chromebooks, and laptops have been utilized in some of the the the classrooms. In addition, there are two Teachers on Special Assignment (TOSA) in the district to help teachers integrate technology into the classroom by assisting with new technology and developing and setting up lessons. OPHS also has TechLITES, teachers who lead by incorporating and modeling the use of technology in the curriculum. Science courses have also adopted the Next Generation Science Standards (NGSS), and have incorporated lab notebooks and technical writing in the courses.

There is strong communication with the feeder school, Medea Creek Middle School, and OPHS and MCMS teachers went through Common Core training together. The designated Freshman Counselor works with middle school counselors, students, and parents to assist with course selection and the readiness transition to OPHS. Other than anecdotal data, there is no comprehensive program to measure the effectiveness of the curricular program after students leave Oak Park high School. The use of Naviance may enable the school to begin gathering post-secondary data on OPHS graduates.

B2.   Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Variety of Programs — Full Range of Choices: All students have opportunities to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career, and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

Monitoring/Changing Student Plans: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Although the course selection at Oak Park High School is in part limited by the size of the school, several curriculum options are offered to students. OPHS offers a range of academic levels including college preparatory, honors, and Advanced Placement, and advisement begins with the 9th grade student orientation meeting. Students are advised on options within the 4-year plan to meet graduation requirements. All students are encouraged to meet the UC "a-g" requirements, and an extremely high number succeed in doing so at Oak Park. Students interested in pre-technical training and career exploration have course offerings including computer programming, web-design, graphics, animation, video production, woodworking, accounting, journalism, and work experience. A semester long option course is offered to 12th grade English students and four foreign language course tracks are offered. Students may also pursue career interests through participation in clubs including Engineering, Sports Medicine, CERT, Young Investor's Society, Junior Statesmen of America, and Model United Nations. There are currently three CTE pathways available to students including: Design, Visual, and Media Art; Computer Science and Information

Systems; and Engineering and Design. Additional pathways are currently being planned and developed.

The curriculum at OPHS is standards-based and utilizes textbooks and instruction that focus on mastery of content and skills to meet the CCSS. Math, science, and social studies have all adopted new texts in the past few years, and English is currently in the process of revising its approach away from adopting new anthologies and toward developing and utilizing web based resources. All students are encouraged to meet the UC "a-g" requirements. Students are provided a challenging learning environment that promotes critical thinking and academic achievement. A strong selection of 21 AP and four Honors courses are available to students who want an additional academic challenge.Some AP courses have open access, and others rely on prerequisites. An appeals process is in place for students who do not meet AP prerequisites. There is an ongoing discussion regarding a consistent policy concerning access to AP classes. Elective and CTE courses along with co-curricular and extracurricular programs allow students to explore a variety of interests in support of academic and career goals. Special Education case managers and general education teachers collaborate to address the needs of students with Individualized Education Plans or 504 Plans and ensure success in completing the General Diploma and Certificate of Completion tracks.

Students, staff, and parents at OPHS collaborate beginning with Freshmen orientation meetings, consultations with the Freshmen counselor, and Freshmen Advisement Night to encourage all students to have a personal learning plan in pursuit of college and career readiness. During those sessions students and parents are introduced to the use and benefits of Naviance. In addition, the College Advisor visits 9th grade classes to assist students with the four-year plan, personality assessments, and to demonstrate tools available through Naviance. The counseling staff monitors progress throughout each student's high school career. In the spring, all staff members are present at Course Advisement Night to answer questions for parents and students. Students and parents also attend the College Knowledge Night and Counselor College Parent Nights are available to 11th and 12th grade parents. Naviance is used to assist students in the college application process with the search tools and the ability to request and upload letters of recommendation. Additional support to students is provided through Student Study Team and IEP meetings.

Oak Park counselors assist students with course selection during registration, and hold individual meetings with students and parents to review course requests. Counselor Parent Night reviews high school and college requirements and assists with the course selection process.   Grade level meetings take place with parents at Open House, and then students meet with counselors during class visits to update 4-year plans and enter course requests into Naviance. Counselors then hold individual meetings with students to review course selection and progress toward graduation. There is monitoring of student progress and personal learning to identify students in need of additional support or intervention. Counselors review student progress reports, report cards, and D/F lists and call in students to discuss progress. There is a perceived need to allow a greater level of counselor autonomy to meet with students during academic time to support social and emotional as well as academic needs.

The counselors and teachers at OPHS offer all students support in preparation for the transition to college and careers. The counseling staff assists students with plans for college admissions and post-secondary options. One counselor is assigned to the 9th grade students to facilitate the transition to OPHS. Another counselor provides support to international students and students with 504 plans and IEPs. Students in 11th and 12th grade are exposed to careers and post-secondary options through the iSearch project in English and the Senior Life Skills course. The iSearch project includes researching a career, completing a job shadow experience, and making a classroom presentation. Students also have the option to take CSUN Engineering and Computer courses, and complete Independent Projects. Special Education students receive additional support and school to career opportunities through the Department of Rehabilitation and the WorkAbility program. OPHS has a dedicated WorkAbility Counselor to assist students on campus. The Special Education Department sponsors a field trip each spring to Moorpark College's ACCESS Program which assist students with services and accommodations to ensure they have full accessibility to the

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Moorpark campus and curriculum.

The College and Career Center (CCC) arranges for college admissions representatives to visit the campus and meet with students during the school day. In addition to colleges, trade schools and the military are also represented. The CCC arranges college field trips, a financial aid night, and coordinates with neighboring high schools for a "College Knowledge Night". The CCC also assists with job and volunteering opportunities for students. A full time College and Career Technician coordinates these and additional activities.

B3.   Preparation for Career and College Criterion

To what extent are students able to meet all the requirements of graduation upon completion of the high school program and be prepared for success in college, career, and life?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Real World Applications — Curriculum: All students have access to rigorous and relevant curriculum that includes real world applications that will prepare students for success in college, career, and life.

Meeting Graduation Requirements: The school implements academic and college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

Oak Park High School offers a variety of courses, including traditional core classes, CTE Pathways and electives, and a strong AP and Honors program to provide students with a rigorous curriculum and to prepare students for college and career readiness. Teachers seek to provide a relevant curriculum and include real world applications. Real world learning examples include: the iSearch project in English, financial projects in math, DNA fingerprinting and inquiry-based labs in science, and practical arts and numerous technology opportunities. A Web Design course, Cisco IT Essentials course, Architecture course, and Microsoft Office Certification are all available to students. In meetings with students and staff it was acknowledged that the staff needs to continue to develop relevance and real world applications into all courses in the curriculum.

Oak Park High School works to ensure all students fulfill their academic potential. OPHS had a graduation rate in 2015 of 97.9%, and an initial CAHSEE pass rate over 95%. A Math Skills Lab and an English Language Arts Lab were developed to provide support for students needing to pass each portion of the CAHSEE. In 2015 85.9% of graduating students met the UC "a-g" course requirements. All students have access to academic counseling during registration, and counselors provide additional support throughout the school year. Teachers are available to students daily for one-on-one support during the 7th period. Students can get additional assistance, make up work, and participate in course reviews during the support period. Peer tutors are also available through the CCC and the Math Honors Society. The school communicates with the home via College Newsletters, E-News, and an All Call system.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

- A strong academic learning environment with a large number of high-achieving students supported by active parent and community involvement.
- A highly motivated teaching staff that seeks to deliver effective instruction and provides a strong support structure to students.
- The daily seventh period which offers intervention, one-on-one tutoring by teachers and provides students with individual instruction, remediation, and support.
- The school offers a broad and comprehensive curriculum to all students with new pathways being considered and added.

- The implementation of schoolwide learning outcomes is a focus of student learning and is evident in the curricular, co-curricular and extracurricular programs.
- The school offers a strong AP program with many course options.

Key issues for Standards-Based Student Learning: Curriculum (if any):

- The staff is encouraged to continue to define common expectations of rigor and relevance in an effort to increase student engagement in all classes and ensure a consistent student experience across the curriculum.
- The administration and staff is encouraged to develop a comprehensive professional development vision to further collaboration to reach schoolwide goals including real world and practical application of the curriculum, reduction of student stress, and college and career readiness for all students.
- OPHS is encouraged continue the schoolwide transition to the Common Core State Standards including writing across the curriculum, and continue to focus on the career-readiness aspect of the standards by providing real world experiences in the classroom.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- OPHS Self-Study report
- Classroom observations
- Interviews with Focus Groups
- Interviews with students, staff, and parents
- Relevant school documents

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1.   Challenging and Relevant Learning Experiences Criterion

To what extent are all students are involved in challenging and relevant learning experiences to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Results of Student Observations and Examining Work: The school's observations of student work provide information on the degree to which all students are involved in challenging learning to assist them in achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Student Understanding of Performance Levels: The students know the standards/expected performance levels for each area of study.

Differentiation of Instruction: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

The school has examined student work across the curriculum to determine the degree to which all students are involved in the learning process. Whether a student is in Special Education, English Learner, Advanced Placement or College Preparatory, the student is exposed to a variety of standards-based learning experiences. Academic courses, which offer challenging curriculum and challenging experiences, provide learning opportunities through individual and group projects like GeoFest, the Stock Market game, and the Cold War project in the social sciences, research-based assignments like the I-Notebook in English classes, debates, and more. Science courses at all levels provide hands on inquiry-based activities that address the NGSS. Student data proves that OPHS is providing academic experiences that are preparing students for college and careers. While student data is used informally to drive instruction, it is acknowledged by the staff that student data is not currently being used campuswide to drive instruction, collaboration, and professional development. The staff is hopeful that the implementation of the new EADMS assessment management software will provide teachers with the opportunity to use assessment and student data to drive instruction. While there is clearly a focus on preparing students for college through a challenging curriculum, after interviews with the students and the staff, it is acknowledged that more relevant career awareness would be beneficial to those students who will not immediately attend a four-year university after OPHS. Teachers are encouraged to continue designing relevant learning experiences with real world applications that engage students to enhance the overall educational value for OPHS students. .

Observations of student work, student involvement, and opportunities for teachers to observe one another are occurring in some departments, but having a more structured process for teachers to observe students, teachers to analyze student work, and for teachers to observe other teachers would be key to understanding how challenging and relevant the student experience is at OPHS. The staff regularly collaborates and discusses best practices during lunch, and during their Monday morning meetings, but without a process for all teachers to get involved in peer observations and more collaboration, the sharing of best practices is informal and not occurring campuswide. Reasons for the lack of a more formal, structured process were stated in the self study; "For a number of reasons, including expense (of substitute teachers) and teachers teaching six classes (no prep period), this opportunity has not been available." The limited observations that were done in preparation for WASC during the Fall of 2015 were very enlightening to the staff based on their comments proving their value. Figuring out ways to increase the amount of observations would be beneficial to the staff. The obstacles that are preventing the OPHS staff from engaging in peer observations

are obstacles that can be overcome. The administration and teachers are encouraged to find a way to allow teachers to observe one another (i.e. Instructional Rounds) so that best practices can be shared.

Students at OPHS are expected to achieve at the highest levels. Teacher expectations, learner outcomes, agendas, and objectives are communicated to students in various ways which vary by department. When students are introduced to new areas of study (units, chapters, lessons), the expected outcomes are described. The appropriate standards are also outlined at that time. These may be formally written, casually described, or paraphrased as appropriate for the course and instructor. Some examples of students being informed of their learning objectives is Essential Questions in English classes, "Big Ideas" in Science classes, unit calendars in social studies, and pacing calendars that are posted online for students. Several students noted that getting calendars ahead of time was helpful in allowing them to prioritize their workload knowing big assignments, projects, or assessments were scheduled.

At OPHS there are a variety of differentiation strategies and scaffolding being implemented in all departments. Technology is a tool that is being widely used a means of differentiating instruction. Different technology devices are used by students to access the subject matter including iPads, Chromebooks, laptops, and desktop computers. Students have access to notes and video lessons that can be revisited for review, and optional study guides allow students to focus on their needs. Students are able to demonstrate competence in self-expression through student generated videos, oral reports, and group presentations. In addition, lectures, labs, written and oral reports, Smartboards, Khan Academy, flipped classrooms, and opportunities for student choice provide differentiated instruction across curriculums. It seems that teachers have been able to incorporate technology and multimedia into the classrooms, but evidence is still needed to show that this is actually enhancing student learning.

C2.   Student Engagement Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Knowledge: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Teachers as Coaches: Teachers work as coaches to facilitate learning for all students.

Examination of Student Work: Representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions, and debates and inquiries related to investigation.

Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as use and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and

experiences, activities and resources which link students to the real world.

Real World Experiences: All students have access to career awareness, exploration, and preparation that may include such activities as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects, and other real world experiences and applications.

At OPHS, teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom in an effort to provide a rigorous academic experience. In addition to covering the content, the school is encouraged to identify certain skills (Common Core, 4 Cs) that can be taught across the curriculum to help better prepare students for college and careers. Critical Thinking, Collaboration, and Communication and being taught in isolated pockets without a campus-wide focus or approach. OPHS teachers, across all departments, are using technology to engage students, but like many teachers nationwide, are finding it hard to get into the Modification and Redefinition stages of the SAMR model of technology integration. Most evidence suggests that teachers are using technology and multimedia as a substitute (i.e. typing a paper using a word processor instead of writing on paper, PowerPoint or Prezi instead of posters) and that more training is needed to get them to the point where they feel comfortable using technology to transform assignments and transform pedagogy. A structured professional development plan is encouraged that targets effective uses of technology as a tool to transform teaching and learning.

OPHS teachers assume the role of coach and facilitate learning in a number of ways at OPHS. A campus wide 7th period class offers students an opportunity to get assistance in the subjects they need help in. All teachers are required to hold 7th Period classes, which is an hour of time given specifically to "coach" students individually based on their specific needs. Students and parents both state that this time is very valuable for those students who utilize it. In addition to the 7th period class, teachers make themselves available before and after school and during the nutrition break. Many teachers offer group reviews as well as individualized opportunities for students to extend instruction beyond class time. As with any voluntary intervention opportunities, data collection and analysis is encouraged to determine the benefits to all students and to determine if those in need of academic interventions are being served.

OPHS supports a full inclusion program for its special education and 504 Plan students. Students are enrolled in a one period "Study Skills" course where they are provided accommodations and modifications aligned to their individual education plan goals and supported with completing grade and course level material. Students are given extended time to complete assignments, take tests, or dialogue with other students and teachers to practice skills and deepen understanding. A small percent of certificate of completion students are enrolled in a "Functional Skills" course designed to develop basic life and job skills. A part of the instruction includes community based experiences at local businesses and community facilities.

English language development instruction is provided to a small population of non-English speakers and international students. Students are enrolled in an optional ELL Lab where they complete state-aligned language testing, receive additional English instruction, and intervention support in content classes.

Throughout OPHS, students are expected to use knowledge in various courses and apply it to new material. Students are expected to conduct research and inquiry activities, present their learning, reason and problem solve, and use technology as a research and creation tool. Most departments work in vertical and horizontal teams ensuring that every year they are building upon the previous year. Some departments have common course guidelines and common assessments that help drive instruction as students progress through their course sequences. Having students use this prior knowledge allows for students to make connections that would otherwise be lost if the previous learning was not used as a foundation. While there is departmental

collaboration occurring at OPHS, collaboration opportunities on a larger level would allow teachers across the curriculum to assess student work and come up with a comprehensive site plan to encourage growth, focus on certain skills, provide intervention strategies, and ensure that all students are meeting and exceeding the academic standards and the schoolwide learner outcomes.

Opportunities for real world experiences are available at OPHS in various courses. From partners in the local community allowing students to job shadow as they research careers, to giving students baby dolls to allow them to learn what life as a parent is like, students at OPHS are given a chance to learn about life after high school. Students are exposed to their options after high school through college panel presentations and industry expert connections, and many courses include lessons that discuss real world issues or scenarios. Parents supplied anecdotal data that Oak Park students are well prepared to succeed in college, yet students expressed a desire for more career readiness opportunities.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):
- OPHS teachers are knowledgeable in their content area.
- Teachers are using a variety of technology and multimedia tools as instructional strategies to support the high academic needs of OPHS students.
- Common Core State Standards have been introduced to the staff at OPHS and are helping teachers transition to a more collaborative environment with critical thinking as a major focus.
- The students know the standards and expected performance levels for each area of study.
- The daily seventh period which offers coaching, intervention, and one-on-one tutoring by teachers and provides students with individual instruction and remediation.
- Students have access to career awareness, exploration, and preparation.

Key issues for Standards-Based Student Learning: Instruction (if any):
- The staff is encouraged to incorporate more relevant and engaging problem-based assignments, projects, and assessments to prepare students for college and career readiness.
- The staff is is encouraged to continue the transition to Common Core State Standards across the curriculum.
- The administration and staff is encouraged to develop a professional development plan that increases and encourages the broad use of technology and instructional strategies to provide more relevant, real world, and engaging experiences for students.
- Teachers are encouraged to learn, explore, and expand ways in which students are engaged in higher order thinking skills and which help all students, including English Learners and Special Education students, succeed at high levels.
- The administration and staff is encouraged to incorporate more peer observations to aide in the sharing of best practices.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:
- OPHS Self-Study report
- Classroom observations
- Interviews with Focus Groups
- Interviews with students, staff, and parents
- Relevant school documents

CATEGORY D.   STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1.   Using Assessment to Analyze Monitoring and Report Student Progress Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

OPHS uses a number of assessment strategies to collect, and analyze and report data to stakeholders.

Many courses at OPHS have developed common assessments both formative and summative. These assessments are then discussed by individual teachers for their effectiveness.   The assessments are aligned to the CCSS, NGSS and Student Learning Outcomes. Assessments are informally evaluated and changed as determined necessary by individual teachers. OPHS also utilizes data from AP testing in its assessment of student progress.

OPHS uses graduation data, a-g data and college completion data from former students to determine how prepared its graduates are in the area of college readiness, and how successfully they have prepared their students to complete college.

To disaggregate and analyze student performance data the district has recently purchased EADMS data analysis software. Teachers and Administration are currently being trained in its use. OPHS is currently in the very early stages of introducing this system and only a handful of lead teacher have begun to experiment with its use.

Students, parents, the community and board members are informed of assessment performance and progress using Q, report cards, email, the website, "School Watch" newsletter and social media. The Board of Education is presented schoolwide assessment data each year and an administrator explains the data to the board. The board has an opportunity to review evaluate and ask any questions it has about that data to the administration. Teachers receive department-wide and individual teacher and student results. Parents receive performance information through mailed results of state tests and progress/report cards, school website and the Q gradebook portal.

OPHS has also taken a number of steps to address the changes involved with the implementation on the CCSS and NGSS. Parents have been invited to take part in district-wide CCSS parent trainings where parents discussed assessments and changes state standards. The school also holds IEP and SST meetings when and where appropriate.

Departments regularly meet to discuss the course standards, alignment and assignments used to meet their curriculum. Each department has set course guidelines and has aligned the majority of their curriculum throughout subject matter and grade levels. Each department has developed a rigorous set of standards and continually monitors and evaluates those standards to determine their effectiveness and ensure that all students meet the goals. These standards are communicated to parents through the school's website and teacher syllabi.

D2.   Using Assessment to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning?

To what extent do students and teachers use these finding to modify the learning/teaching practices to

improve student learning?

There are a variety of strategies implemented at Oak Park High School that are meaningful and diverse that are used to measure student progress of the standards. ELA uses core novels, common essays, and I-Notebooks together which assess varied set of skills in order to complete. Math has a common item bank and rubric for assessments purposes and these items require a higher order of thinking to prepare students for evaluative assessments. Social Science has the "Monster Test" and Historical figure project which require research and analysis. Science uses common units and labs that meet NGSS standards in its Foundations of Science course. Physical Education utilizes state requirements to monitor student progress toward the state goals.

English Learners are assessed with the other students, using the same standards-based assessments. ELL students have a designated class where individualized support is available to supplement the learning within the classroom. If an English learner continues to struggle, individualized and targeted interventions are used to aid the student in the general education classroom.

Overall, students understand the expected level of performance based on the state standards and schoolwide learner outcomes. Some students report they do not always see the connection with their homework and classes and feel that classes are arbitrarily difficult. They also report they do not always know how their learning experiences are relevant in preparing students for college or career.

OPHS received preliminary data for the first time from the CAASPP test in September 2015. This data was used to drive changes in the curriculum for math and analyze different aspects of the test that may have hindered the students' success. The school has a pilot in math which is in the process of writing new assessments with EADMS.

Although OPHS does have a diverse collection of assessment strategies, through the FOL report, site visit and focus group interviews, little evidence was found that OPHS has a regular process for meaningful reflection of the effectiveness of their assessment strategies. What reflection is is done is informal and it is unclear whether assessment information is used to inform instructional practices.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

OPHS informs its stakeholders of its assessment monitoring process in a variety of ways. Every year the high school presents the schoolwide assessment data to the board and an administrator explains the results. The board has the opportunity to review, evaluate and ask questions pertaining to this data. The school board uses data such as this to create and implement their Moral Imperatives. Parents and students are informed through Q, mail, email, parent/teacher meetings, and newsletters. The local community and businesses are thoroughly tied to OPHS. Amgen works with OPHS biology classes and donates time and lab equipment, I-Search projects require the students to job shadow, and there are regular Oak Park winners of local art competitions and clear career paths for students in the CTE program have been created.

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OPHS's math department, based upon the anticipated 2015 CAASPP results, created a curriculum/assessment planning period for the Math Department Chair. Common test banks are used throughout Algebra I, II and Geometry. Results from newly implemented California Standards math questions are being used to help guide instruction. Teachers in the AP courses also alter their curriculum based on the AP test results.

Oak Park Unified School District implemented schoolwide CCSS trainings by department. Additionally, the district has supplied a Critical Thinking Institute (CTI) professional development. Teachers were encouraged to attend these classes to improve their ability to have the students think critically.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):
- Classes and assessments aligned to CCSS and NGSS
- Teachers have freedom to develop courses and assessments to meet the needs of their students.
- EADMS system being piloted in Math that will be able to provide assessment and analysis tools to formalize data analysis and target instructional strategies for modification.
- Mechanisms are in place to effectively communicate with all stakeholders

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):
- Continue to develop standards-based course wide assessments that can be utilized to inform the success of instruction practices.
- Departments and courses need to continue to formalize the process for evaluating their assessments to inform best practices in instruction.
- Continue to provide professional development utilizing data especially from teacher created formative and summative assessments.
- Continue to train all teachers in the use of new data analysis system.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:
- The school FOL report
- Stakeholder meetings
- Focus Group Meetings
- Interviews with department chairs and individual teachers and staff.
- School documents provide to committee

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1.   Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Regular Parent Involvement: The school implements strategies and processes for the regular involvement of family, business, and the community, including being active partners in the learning/teaching process for all programs. The school involves parents of non-English speaking, special needs, and online students.

Use of Community Resources: The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

Oak Park utilizes several electronic outlets to regularly inform both the community and parents of school news. OPHS maintains an active website and weekly E-news bulletin. School news and events are regularly posted on the school's marquee and also communicated through mass voicemail/ email messages. Anyone choosing to enroll in email notifications on the school website is informed about upcoming events on a weekly basis via a Sunday PFA e-blast newsletter. Sunday e-blasts are a district wide practice and have become a regular means of encouraging community participation in school activities. OPHS also hosts several school functions including an annual open house night, Awareness Week, and various extracurricular events that welcome parents and the surrounding community onto the campus.

OPHS has significant parent participation in the funding of school programs through beginning of the year donations. A select group of parents and community volunteers actively comprise the school's Parent Faculty Association (PFA) and makeup the parent membership of the School Site Council (SSC). PFA monies are regularly appropriated to fund various school initiatives and academic program costs. In addition, several program specific parent booster clubs exist to support students. OPHS also has a Special Education Advisory Committee (SEAC) and Curriculum Council that allows for parent involvement in targeted curriculum and instruction decisions that impact students.

Faculty interviews suggests that OPHS also has several established relationships with businesses in the area. The school facilitates job shadowing opportunities for students that have in some cases led to summer internships. The report suggests that OPHS is actively working on increasing student connections with local businesses to further promote real world learning experiences for students.

E2.   School Environment Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are

addressed. Add any additional reflections based on the criterion.

Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

High Expectations/Concern for Students: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Atmosphere of Trust, Respect, and Professionalism: The school has an atmosphere of trust, respect, and professionalism.

The self-study report notes a decrease in suspensions by almost 40% from 2013-2014 to 2014-2015. Over the last four years, OPHS has had no expulsions. Overall incidents of violence and or fighting are extremely rare. All survey results from students, staff and parents suggest that all stakeholders feel very safe on campus.

The report noted difficulties in maintaining the cleanliness of the campus in recent years. A combination of rapid growth in student population and no increases in maintenance staff has compounded the issue. Classified staff notes a lack of established procedures to define expectations for daily and long term maintenance on campus. During the interviews with Classified Staff, it was clarified that an additional custodian has been added during this year, and other hours for the plant team had been expanded. Classroom space is currently at a shortage and staff notes the need for additional copiers, scanners, and other office equipment to better service the needs of students. OPHS has utilized funding from the PFA for needed facility improvements. OPHS has also used community business partnerships to fund needed improvements such as the installation of a new astroturf field and gym floor. In the last two years, an additional energy efficient solar powered building was added in the center of campus that houses an additional seven classrooms. The report indicated that the school has undergone a complete technology modernization, updating both the computer lab and infrastructure to accommodate increased device usage on campus. In addition, the school purchased a 3D printer for student use. The technology update also includes increased student access to personal devices such as iPads that are currently being used in Science courses to aid in research and collaboration.

OPHS has taken many steps to address the social, emotional and mental health of all students. The local community surrounding OPHS has suffered a series of teen suicides in recent years. OPHS leadership and staff has implemented several changes to address student well being and convey concern for student mental health. The school has an active Peer Counseling program to assist students with peer to peer emotional support. Peer Counseling also facilitates class discussions on various topics to promote open communication among students. A local psychologist was brought in to train staff on suicide prevention and the counseling department offered staff training on suicide intervention procedures. In addition, the school holds an annual Awareness Week that centers around a selected theme.

The school's calendar policy has been changed to address concern over student well being. Results from the Stanford Challenge Success survey indicated that student stress was a prominent concern at OPHS. The school calendar was moved to start school during the second week of August to allow for semester finals to occur before winter break. This change was implemented with the intention of relieving student stress about exam prep and assignments over break. A homework policy was also implemented in the 2015-16 schoolyear that prohibits homework on any kind to be assigned over winter break. Furthermore, faculty is prohibited from administering a test within the first two days of attendance after the scheduled winter break that would necessitate students having to study for the exam during the break. Students indicated that this policy change allowed for "a true break" in the middle of the year.

Administration interviews suggest that work needs to done to establish procedures that outline professional expectations of staff. Regular classrooms visits and evaluations of staff are conducted by administration. Departments and individual staff members have the freedom to determine the professional development that

they need. Monthly Leadership meetings that include administration and department leads are held to openly communicate observations and concerns of all staff.

E3.   Personal and Academic Support Criterion

To what extent do all students receive appropriate academic support and intervention to help ensure school, college, and career success.

To what extent do students with special talents and/or needs access to a system of personal support services, activities, and opportunities at the school?

To what extent are these enhanced by business, industry, and the community?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Adequate Personalized Support: The school has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling, and academic assistance, including an individualized learning plan.

Direct Connections: The school demonstrates direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

Support and Intervention Strategies Used for Student Growth/Development: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Support Services and Learning: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

Equitable Support to Enable All Students Access to a Rigorous Curriculum: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the availability of additional support such as extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Co-Curricular Activities: School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and schoolwide learner outcomes.

Student Involvement in Curricular/Co-Curricular Activities: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services along with an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

OPHS currently has five Counselors and a College and Career Center Technician that support the student body. One counselor is designated to freshmen and assists 9th grade students in their transition to high school. Another counselor is designated to support all international students, students with 504's, and students with IEPs. An established course advisement process exists at OPHS to facilitate a tailored curriculum plan for each student. Parents are informed of course plan options via the school website and a monthly Guidance Department newsletter. The CCC hosts several college and trade school presentations throughout the year to support students in determining a post-graduation education plan.

The school also has a full-time psychologist on staff and has close relationships with Ventura County Behavioral Health Services and additional counseling services through the Jewish Family Community

Mental Health Services.

The guidance department is currently made up of five counselors and a full time College and Career Center Technician. The school uses their website and e-news resources to inform students and the community of college and career related information. The school also employs the Naviance system to guide students through a series of career pathway assessments and preparation activities.

To offer additional support and intervention for students needing extra assistance in academics, OPHS has implemented a 7th period Support class into the master schedule. This class offers students the ability to make up test, receive additional tutoring and differentiated instruction, and assess their own performance on assessments. Through interviews with students, it was articulated that non-AP Track students felt a lack of attention in class and support from their teachers.

The master schedule has grown to include more course options for students to explore their interests. The master schedule also includes flexibility in offering students the ability to take courses zero through eighth period.

OPHS offers a variety of opportunities for students to receive additional academic support. Both a Math Honor Society and Peer Tutoring Club offer students the option of peer tutoring. Students with disabilities receive extra support through the Department of Rehabilitation. For Special Education students, OPHS hosts a Youth Leadership Forum to connect students with disabilities with appropriate assistive technology that will aid in their learning. In additional, Special Education students also attend an annual Moorpark College field trip to coordinate career option academic plans after high school.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):
- OPHS has established a strong college readiness atmosphere with an emphasis on preparing students for the future.
- OPHS has established both academic and counseling supports that are widely known and frequently utilized by students.
- OPHS has an extensive assortment of clubs/ extracurricular activities that cater to a wide range of student interests and encourage a connection to school beyond the classroom.
- OPHS promotes parental involvement and utilizes relationships with parents and the surrounding community to access needed materials to support student learning and programs.
- OPHS maintains a safe school environment with a low level of incidents and a majority of all stakeholders report the general atmosphere on campus is positive.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):
- OPHS is encouraged to continue implementing support systems that will alleviate student stress.
- OPHS is encouraged to establish procedures that promote increased staff collaboration and data analysis to improve academic achievement and emotional well being of students.
- OPHS is encouraged to identity support systems for its students outside of the AP/ Honors track.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:
- WASC self study report
- Student interviews
- Staff interviews
- Parent interviews
- Survey data
- School website

Part B: Schoolwide Strengths and Critical Areas for Follow-up

Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

Schoolwide Areas of Strength (list numerically)

1. Established governing bodies and funding sources at the district, school site level, and community level.
2. A strong academic learning environment with a large number of high-achieving students supported by active parent and community involvement.
3. The daily seventh period which offers intervention, one-on-one tutoring by teachers and provides students with individual instruction, remediation, and support.
4. The school offers a broad and comprehensive curriculum to all students with new pathways being considered and added.
5. Teachers have freedom to develop courses and assessments to meet the needs of their students.
6. OPHS has an extensive assortment of clubs/ extracurricular activities that cater to a wide range of student interests and encourage a connection to school beyond the classroom.

Synthesize schoolwide critical areas for follow-up and list numerically. *Be sure that these can be documented by other sections of the report.*

- **Ensure that all Critical Areas have a "who," "what," and a "why" in relation to the impact on student learning**
- **Confirm areas already identified by the school in the action plan sections**
- **Confirm areas to be strengthened within the already identified areas**
- **Identify any additional areas to be added to the action plan that have been identified by the visiting committee.** *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.*

Schoolwide Critical Areas for Follow-Up
(list numerically; Include who, what, why, and the impact on student learning)

The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

1. Develop a staff-driven structure to collect and memorialize information for future use in order to support student achievement, staff learning, and staff development and facilitate the successful operation of the school.
2. The administration and staff is encouraged to develop a comprehensive professional development vision to further collaboration to reach schoolwide goals including real world and practical application of the curriculum, reduction of student stress, and college and career readiness for all students.
3. OPHS is encouraged to establish procedures that promote increased staff collaboration and data analysis to improve academic achievement and emotional well being of students.

In addition, the Visiting Committee has identified areas that need to be strengthened:
(Note: Show the relationship to what the school has already identified, if possible.)

1. Departments and courses need to continue to formalize the process for evaluating their assessments to inform best practices in instruction.
2. Teachers are encouraged to learn, explore, and expand ways in which students are engaged in higher order thinking skills and which help all students, including English Learners and Special Education students, succeed at high levels.

Chapter V: Ongoing School Improvement (1–2 pages)

Include a brief summary of the school-wide action plan.

The Oak Park High School's action plan is a well strategized and comprehensive blueprint for what the school intends to implement and improve upon over the next two to three school years. The action plan addresses three critical areas of follow up determined by all community stakeholders. It is student centered with a focus on instructional improvement, students' social and emotional well-being, and an improved school wide decision-making process. Each follow up goal includes a rationale and growth target and has actionable and measurable tasks that will guide future work. The tasks each have multiple steps to be implemented in support of the overarching goals and growth targets. They are aligned with personnel overseeing each area of focus, needed resources aligned to the district's local control and accountability plan, projected timelines, and reporting protocols.

Comments on the following school improvement issues:

Adequacy of the school-wide action plan in addressing the identified critical areas for follow-up

Critical area #1 is to develop a school wide emphasis on the practical application of all parts of the curriculum, making learning relevant and applicable to real world scenarios. The action plan tasks in this area focus on curriculum development that integrates hands-on learning experiences, career programs, and exposure to various career fields and industry experts. Critical area #2 is to develop a school-wide focus on understanding the cause of, and methods to alleviate, student stress. The primary task is to recognize the contributors of student' stress and explore interventions for students to help cope and make informed life choices. Critical area #3 is to develop an organizational structure for decision making that is student centered, timely, effective, and includes appropriate stakeholder input. The tasks address all levels of personnel having a voice in school decision making beginning at the individual staff level, to departments or committees, students, and families, and then administrative leadership. There is a clear intention to improve staff communication and overall program planning that supports multiple needs and operates smoothly and efficaciously.

Do the action plan sections address the critical areas for follow-up?

Most of the action sections address the critical areas for follow-up in that they consider multiple approaches and student perspectives when addressing areas of need. For example, with alleviating student stress, much is taken into account as to students' course loads, rigor demands, and extra-curricular activities. Oak Park's action plan builds on systems already in place on the campus, such as the 7th period support classes, peer counseling, continued curriculum planning aligned to the California Standards and Next Generation Science Standards, and the clarification of roles and responsibilities with current and future members of the school community.

Will the action plan steps enhance student learning?

Is the action plan a "user-friendly" school-wide action plan that has integrated all major school initiatives *(e.g., II/USP, technology plan, staff development plan)*?

The proposed OPHS action plan targets three essential components impacting student learning - quality instruction, social-emotional support for students, and school wide organizational structures. There are growth targets in the plan and actionable tasks involving all stakeholders. The strategies and resources span use of school-based personnel and systems, district support, and community input.

Is the action plan feasible within existing resources?

Current textbooks and materials, the existing student database and current teachers are some of the resources indicated in the plan. Specification with regards to resources is needed in many of the areas. For instance, "meeting time" is referenced as a resource. It is necessary to breakdown what those meetings might look like pertaining to specific goals and what precise resources, funding, or meeting structures will be implemented during the work.

Is there sufficient commitment to the action plan, school-wide and system-wide?

- **Existing factors that will support school improvement**

- **Impediments to improvement that the school will need to overcome**

- **Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the school-wide action plan.**

Oak Park High School has established and effective programs, adequate personnel, and a variety of extra-curricula opportunities for students that support school improvement. The 2016 action plan is an extension of the work that has been done and continues from the 2010 accreditation, with the introduction of Period 7 support classes, peer counselors, the "Awareness Week" campaign bringing awareness to depression and suicide, and the "Keys to My Future" course designed for incoming ninth graders not meeting culmination requirements in middle school. Performance data shows consistent high achievement in almost all subject areas, including advanced placement courses. The 2016 action plan builds on the established academic rigor and expectation for excellence for students with an emphasis on making learning and application even more relevant for students. Built into the action plan are nuanced tasks that address critical areas of focus that impact student learning, motivation, and school management.

Students and parents are two groups whose voices are not as evident in the action plan. Perhaps student leaders could be included in the plan as additional persons responsible for the articulation and follow through of tasks. They could help gather data and monitor progress in a specific area of need. They could attend department or faculty meetings and provide input on curriculum development and school wide decisions. The action plan should be revised to include a parent represented group for each critical area of follow up. It is also recommended that reporting progress occur more frequently. Teacher and administrative union perspectives and policy is essential to critical area #3 organizational structure. As well, the school matrix is an appropriate resource to reference in personnel decision-making. Reporting progress should be more frequent. Especially in the area of social-emotional health. Analyzing grades each grading period or at the end of each sports season may lend to more immediate feedback in supporting students' time management and stress load.

Overall the OPHS action plan and follow-up process are sound. There is evidence of long-term commitment to monitoring progress through multiple measures such as grades, attendance, surveys, program analysis, curriculum planning, and professional development. Staff are held accountable for completing professional learning and with the additional expectation that they will share highlights from workshops or conferences they attend and collaborate with varying support staff and community members. While many of the appropriate persons oversee some of the tasks in the action plan, additional support should be explored. Observational insight and anecdotal feedback from the school nurse, school psychologist, counselors, athletic coaches, club advisors, and teachers are invaluable when determining support or intervention needs for students.